

5th Grade Reading Placemat

READING PROCESS

<p>5.R.1.A - Develop and demonstrate reading skills in response to text by:</p> <p>5.R.1.A.a. Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>5.R.1.A.b. Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p>5.R.1.A.c. Monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>5.R.1.A.d - Determining two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>5.R.1.B -Develop an understanding of vocabulary by:</p> <p>5.R.1.B.a. Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words , prefixes and suffixes through context</p> <p>5.R.1.B.b. Using context to determine meaning of unfamiliar or multiple meaning words</p> <p>5.R.1.B.c. Constructing analogies</p> <p>5.R.1.B.d. Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p> <p>5.R.1.B.e. Identifying and using words and phrases that signal contrast, addition, and other logical relationships</p> <p>5.R.1.B.f. Using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices</p> <p>5.R.1.B.g. Using conversational, general academic, and domain specific words and phrases</p>	<p>5.R.1.C - Compare, contrast, and analyze relevant connections between:</p> <p>5.R.1.C.a. Text to text (ideas and information in various fiction and nonfiction works, compare and contrast)</p> <p>5.R.1.C.b. Text to world (text ideas and the world by responding to literature reflects a culture and historic time frame).</p>	<p>5.R.1.D - Read independently for multiple purposes over sustained periods of time by:</p> <p>5.R.1.D.a. Reading text that is developmentally appropriate</p> <p>5.R.1.D.b.. Producing evidence of reading</p>
--	---	--	---

READING LITERATURE

FICTION--Read, infer, analyze, and draw conclusions to:

<p>5.RL.2A.a. compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts</p>	<p>5.RL.2A.b explain the theme or moral lesson, conflict, and resolution in a story or novel</p>	<p>5.RL.2A.c describe how a narrator’s or speaker’s point of view influences events</p>	<p>5.RL.2A.d recognize foreshadowing</p>	<p>5.RL.2A.e explain the effect of a historical event or movement in a work of literature</p>	<p>5.RL.2A.f introduce origin myths and culturally significant characters and events in mythology</p>	<p>5.RL.2A.g introduce different forms of third-person points of view in stories</p>
---	---	--	---	--	--	---

POETRY--Read, infer, and draw conclusions to:

<p>5.RL.2.B.a explain how poets use sound and visual elements in poetry</p>	<p>5.RL.2.B.b identify forms of poems</p>
--	--

DRAMA--Read, infer, and draw conclusions to:

<p>5.RL.2.C.a analyze the similarities between an original text and its dramatic adaptation</p>	<p>5.RL.2.C.b identify structural elements of dramatic literature</p>	<p>5.RL.2.C.c evaluate the critical impact of sensory details, imagery, and figurative language</p>
--	--	--

READING INFORMATIONAL

TEXT FEATURES--Read, infer, and draw conclusions to:

<p>5.RI.3.A.a use multiple text features and graphics to locate information and gain an overview of the contents of text information</p>	<p>5.RI.3.A.b interpret details from procedural text to complete a task, solve a problem, or perform procedures</p>	<p>5.RI.3.A.c interpret factual or quantitative information</p>
---	--	--

LITERARY TECHNIQUES--Read, infer, and draw conclusions to:

<p>5.RI.3.B.a evaluate how well the author's purpose was achieved, identify reasons for the decision and provide evidence to support the claim</p>	<p>5.RI.3.B.b analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p>	<p>5.RI.3.B.c verify facts through established methods</p>	<p>5.RI.3.B.d identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument</p>	<p>5.RI.3.B.e recognize exaggerated, contradictory, or misleading statements</p>	<p>5.RI.3.B.f explain the type of evidence used to support a claim in a persuasive text</p>	<p>5.RI.3.B.g use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning</p>
---	--	---	---	---	--	---

TEXT STRUCTURES --Read, infer, and draw conclusions to:

<p>5.RI.3.C.a identify devices used in biographies and autobiographies, including how an author presents major events in a person's life</p>	<p>5.RI.3.C.b explain the difference between a stated and implied purpose for an expository text</p>	<p>5.RI.3.C.c analyze how the pattern of organization of a text influences the relationships</p>	<p>5.RI.3.C.d analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view</p>	<p>5.RI.3.C.e integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p>
---	---	---	---	--

DIGITAL AND MEDIA LITERACY

DIGITAL AND MEDIA LITERACY--Read to develop an understanding of media and its components by:

<p>5.RD.4.A.a explaining how messages conveyed in various forms of media are presented differently</p>	<p>5.RD.4.A.b comparing and contrasting the difference in techniques used in media</p>	<p>5.RD.4.A.c identifying the point of view of media presentations</p>	<p>5.RD.4.A.d analyzing various digital media venues for levels of formality and informality</p>	<p>5.RD.4.A.e explaining textual and graphics features of a web page and how they help readers to comprehend text</p>
---	---	---	---	--

READING FOUNDATIONS

PHONICS--Develop phonics in the reading process by:

<p>5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context</p>	<p>5.RF.3.A.b reading roots words, prefixes, suffixes, and important words from all specific content curricula</p>
--	---

SPEAKING & LISTENING

PURPOSE--Listen for a purpose.

Develop and apply effective listening skills and strategies in formal and informal settings by:
5.SL.1.A.a. -- following agreed upon rules for listening and fulfilling discussion rules independently

Develop and apply effective listening skills and strategies in formal and informal settings by:
5.SL.1.A.b. --posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

Develop and apply effective listening skills and strategies in formal and informal settings by:
5.SL.1.A.c. --following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations

Develop and apply effective listening skills and strategies in formal and informal settings by:
5.SL.1.A.d.-- listening for speaker's message and summarizing main points based on evidence

ENTERTAINMENT--Listen for entertainment.

Develop and apply effective listening skills and strategies in formal and informal setting by:
5.SL.2.A.a. --evaluating and modifying own active listening skills

COLLABORATIVE DISCUSSION--Speak effectively in collaborative discussions.

Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
5.SL.3.A.a. --summarizing points made by others before presenting own ideas, according to classroom expectations

Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
5.SL.3.A.b. --providing and evaluating evidence to support opinion

PRESENTING--Speak effectively when presenting.

Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
5.SL.4.A.a. --using efficient presentation skills with available resources using a variety of media

Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
5.SL.4.A.b. --planning an appropriate presentation based on audience

Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
5.SL.4.A.c. --employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint